

PROGRAM AMENDMENT

SCHOOL IMPROVEMENT GRANTS

District Name: Jefferson School Name: Doss High School

Person Submitting Amendment: Jordan Paskitti

Reviewer: Tara Rodriguez Date Revision Approved: 3/1/18

Sections	(Amend)Yes or No	Description data supporting amendment and strategies to be included.
<p>Section 1: Commitment to Serve</p> <ul style="list-style-type: none"> Assessment data Non-cognitive data Causes and contributing factors Strategy selection 		<p>Jefferson County Public Schools (JCPS) in Louisville, Kentucky contains the majority of the state's priority (lowest performing) schools according to the state accountability formula which takes into account test scores, graduation rate, and college and career readiness (Kentucky Department of Education, 2015). These schools have the weighty task of attempting to meet the needs of a diverse population of students while simultaneously increasing accountability scores (Simon & Johnson, 2013). The majority of priority students are considered at-risk and qualify for Free and Reduced Lunch (FRL), an indicator of their parent's low socioeconomic status (SES). In his discussion of the impact of poverty on student educational attainment, Jensen (2009) states, "many low-SES children face emotional and social instability" that can lead to, "poor school performance and behavior on the child's part" (p.15). Principals must rethink the approach to dealing with a student body full of students with a variety of learning needs, backgrounds, and future goals. Priority schools have many obstacles and challenges in producing student achievement gains, but most importantly, instruction must focus on increasing student engagement.</p> <p>Student engagement, an essential part of school improvement, can be viewed as a student's active and willing participation, as well as their motivation and interest in school activities (Reeve, Hyungshim, Carrell, Jeon, & Barch, 2004). In their research on engagement, Skinner, Marchand, Furrer, and Kindermann (2008)</p>

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		state, “students who are engaged in school are...more successful academically” (p.765). This engagement factor can be influenced by repurposing schooling through career academies where students are taught according to their interests (Kemple & Snipes, 2000). Career academies take school improvement to the next level by changing the physical layout of the school to create a sense of community, reassigning administration to increase academy ownership, and giving teachers and students autonomy within their academies (Quint, 2008; Reeve et al., 2004).
Section 2: Intervention Model (Tier I and Tier II)		
Section 3: Actions <ul style="list-style-type: none"> • Technology • Family involvement • Personnel assignments • Redirected funds • PD • Resources • External support • Review policies • Changes in policies/practices • Sustain reform 		<p>Doss High School would like to move \$4,500 from the 3-Year School Improvement Grant (2015-2018) “Resource Teacher-Other” stipend code to the <u>“Other Educational Consultant”</u> Code. The funds will be used to pay for Educational Consultant, Robert Jackson, who specializes in building culture, supporting students from poverty, and providing cultural competency training for teachers. He has worked with the Diversity, Equity & Poverty Program within JCPS and most recently spoke at the Louisville Urban League. As a school with the majority of students at or below the poverty level, we need additional supports to ensure our students are provided for. Robert Jackson will come in to work one-on-one with students to find ways to help them be successful. He will be giving talks to a group of around 300-400 students. He will give a message to the female students and a message to the male students separately that will be catered towards their needs. Specifically he will discuss ways to improve the culture, their grades, lessen discipline incidents and how to find success post-high school. The goal is to give students the resources they need to work and be successful in a diverse atmosphere and also when working within the pressures of poverty.</p> <p>3-Year SIG (2015-2018)</p>

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		“Resource Teacher-Other” to “Other Educational Consultant” 1002227-011038-460A (\$4,500) to 1002170-0322-460A
Section 4: Timeline • Three year timeline		March 21, 2018
Section 5: Tier I and Tier II annual goals • District services • Activities to improve • Literacy and mathematics plans		
Section 6: Tier III Services • District services • Activities to improve • Literacy and mathematics plans		
Section 7: Tier III Annual Goals • S.M.A.R.T. goals • Quarterly benchmarks • District support when not achieving goals		
Section 8: Consultation • Stakeholder input/involvement		

1002227-011038-460A (\$4,500) to 1002170-0322-460A